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ABSTRACT

The primary purpose of this guidebook is to identify effective ways for parents to contribute to school food and nutrition programs. Meaningful parent involvement in such programs is said to have potential for increasing awareness of good nutrition, clarifying conflicting information, coordinating home and school nutrition teachings, and helping children make wise food choices. To help parents work effectively with school personnel, the guide provides a brief explanation of lines of school authority and the differing responsibilities of school personnel for food and nutrition programs. Also presented is a list of the major health and meal requirements under which school nutrition programs operate. A step-by-step action plan is outlined whereby a PTA nutrition committee can become actively involved in school programs. A checklist for observing the school food system, an evaluation form for parent projects, brief articles on "Health Foods vs. Healthy Foods" and "Breaking Communication Barriers," and a glossary are appended. (Author/JA)

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HOW TO BECOME MEANINGFULLY INVOLVED IN SCHOOL FOOD AND NUTRITION PROGRAMS

A Guide for Parents

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I. OBJECTIVES OF THIS GUIDEBOOK

1. To identify a need for parents to become involved in school food and nutrition programs.

2. To describe briefly the school method of operation within which parents must function to make their involvement meaningful.

3. To outline some major requirements under which school food and nutrition programs operate.

4. To identify resources available to and necessary for parents to make their involvement efforts positive and meaningful.

5. To identify appropriate steps to take in order to become actively involved in school food and nutrition programs.

II. WHY PARENTS NEED TO BECOME INVOLVED IN SCHOOL FOOD AND NUTRITION PROGRAMS

While the home continues to be the most significant influence on the food habits of children, our present lifestyle necessitates that children have one or more meals a day outside the home. School administrators and parents alike are concerned that these "outside" meal times be nutritional experiences that promote good food habits for children. The purpose of this project is to identify some effective ways for parents to make positive contributions to the school nutrition effort. Through parent involvement in school food and nutrition programs, it is hoped (1) that we can increase awareness of the vital importance of good nutrition to the health of our children, (2) that some of the conflicting information about nutrition can be clarified for both parents and children, (3) that home and school nutrition teachings can be coordinated to build upon and reinforce one another for the benefit of increasing the child's learning, and (4) that school food and nutrition programs can be expanded to provide more opportunities for children to learn the relationship of wise food choices to health and to be able to apply this information outside of school in their everyday lives.

III. HOW THE SCHOOL OPERATES REGARDING FOOD AND NUTRITION PROGRAMS

As parents about to become involved in school food and nutrition programs (SFNP), it is important to understand which person in the school system is responsible for the various aspects of the school food and nutrition program. It is also important to know who these people are accountable to and how authority flows down the chain of command to those responsible. Parents need to be aware of lines of authority so they can contact the appropriate school personnel and so they do not unrealistically expect action from a person who has no authority to act in that capacity.

The school principal is responsible to the system superintendent for the operation of the school. Everything that takes place in the school is under the supervision of the principal.

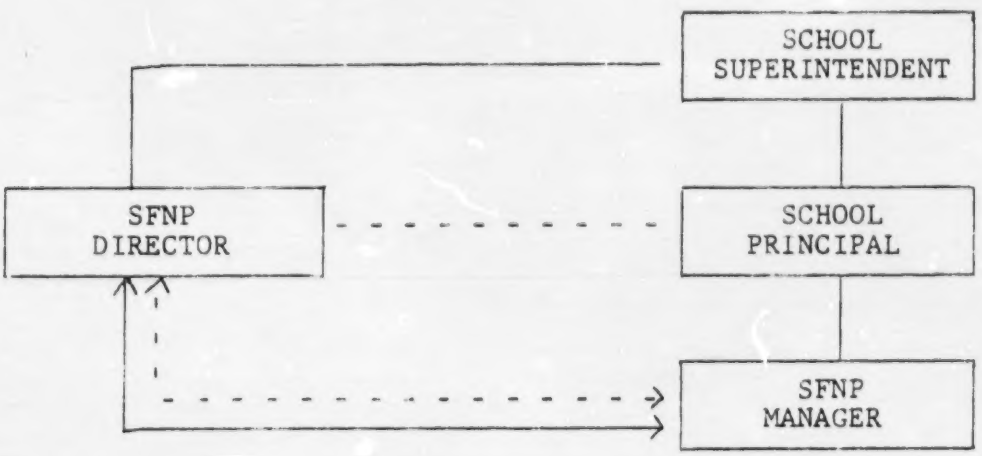
The school food and nutrition director is responsible to the system superintendent for the SFNP operation within his/her school. However, the aspects of the school food and nutrition program that directly involve the students such as scheduling of meals and dining room supervision are the responsibility of the principal. The director and the principal work together on all matters relating to the nutrition program within that school.

The school food service manager is responsible to the school principal and works in cooperation with the director. The school food service manager is responsible for meal planning, food production and service within his/her school. The manager is responsible for effectively involving young people in the

menu planning process, and in cooperation with the principal, is responsible for making the cafeteria attractive.

All food and nutrition projects initiated by parents must begin by contacting the principal and discussing the project with him/her. Once approved by the principal, the nutrition project must be coordinated with the manager and director of the SFNP.

This organization chart represents the most prevalent line of authority found in school systems. Solid lines represent direct lines of authority. Dotted lines represent lines of communication and cooperation but do not indicate any direct authority or responsibility.



IV. MAJOR REQUIREMENTS FOR THE OPERATION OF SCHOOL FOOD AND NUTRITION PROGRAMS

A. MEAL REQUIREMENTS

1. Menus must meet State Department of Education/USDA meal pattern requirements (see information on Type A lunch).
2. Secondary schools must provide a choice of meals. (All schools are encouraged to provide choices.)
3. Schools must provide at least two types of milk daily, unflavored low fat, and unflavored whole milk.
4. The same offerings must be available to all pupils.

B. HEALTH DEPARTMENT REQUIREMENTS

1. The cafeteria and kitchen must be inspected regularly and receive a high score.
2. Deficiencies in health or sanitation practices must be corrected in a reasonable period.
3. Food service personnel must have a health exam and be free of communicable diseases.
4. Food service personnel must be appropriately dressed, including wearing hair nets.
5. Only authorized personnel should be in the kitchen. (Parents scheduled to observe in the kitchen will be informed of appropriate dress and positioning in the kitchen.)
6. All food served must be protected from contamination by a "sneeze shield" (glass or plastic shield between food and tray line).
7. Food must be maintained at sanitary and safe temperatures at all times.
8. Only one plate of food may be prepared on the serving line at a time and is handed to the child directly after plating. (This prevents preplated food from being exposed to contamination.)
9. Dishes must be washed and stored in a sanitary manner.

C. OTHER REQUIREMENTS

1. The school food and nutrition program operates on a limited budget and must utilize USDA donated food effectively in menus.

2. Adults must pay full price for the meal, including the value of USDA donated foods (because government money allocated to the child nutrition program cannot be used to subsidize adults' meals).

3. There shall be no discrimination in any way between paying and non-paying children.

4. Schools are encouraged to use raw fruits and vegetables, whole grain breads, and cereals as often as possible and to limit sugar, salt, fat, and unnecessarily refined and processed foods containing excessive amounts of preservatives and additives (including salt).

5. All resource persons invited to participate in the school food and nutrition project should be cleared through the school food and nutrition director.

V. RESOURCES

A. Involve a professionally trained nutritionist, dietitian, or food and nutrition program director to advise and serve as technical consultant for the project.

Qualified personnel include:

Registered Dietitians

Nutritionist - Department of Human Resources

County Extension Home Economist

Home Economics Teacher

School Food and Nutrition Program Director

Utility Company Home Economist

B. Team of volunteers from PTA to staff the project

C. Specific project resources (refer to Resource LIst for individual projects)

VI. ACTION PLAN

Actual steps to take to become involved

ACTION PLAN

WHAT TO DO	HOW TO DO IT
1. PTA president establishes nutrition committee and identifies a chairman to coordinate project.	1. Members of committee should be interested in working with school personnel and making a positive contribution to SFNP. Chairman must have enough time and interest to follow through with project. Good public relations are essential to project success.
2. Committee chairman becomes familiar with: a. Requirements of school nutrition programs b. Pilot nutrition programs available	2. a. Read: 1. Report Card on Nutrition 2. Menu Planning Guide for Type A Lunch 3. Energize Your Day with Breakfast 4. Child Nutrition Programs 5. Other Available Information on SFNP b. Make appointment to discuss local program with SFNP director in your system. c. Make appointment with principal and manager to observe complete operation of the program for a day (use observation list). d. Participate in PTA Workshop for pilot programs and study materials provided.
3. Contact school principal and indicate desire of PTA to become involved in SFNP in a positive manner	3. a. Make appointment to meet with principal. b. Be prepared to present some alternative projects for effective involvement of parents. Discuss principal's reactions to them.
4. With support and feedback from principal and food service director, discuss possible projects with program manager, director, and principal.	4. Arrange a meeting with manager after school lunch serving hours. Principal and director should be present. This group will comprise the team that will work together on the project plans.

WHAT TO DO	HOW TO DO IT
5. The team selects the specific project.	5. Make an assessment of the needs of the SFNP and determine how the parents and students could most effectively be involved.
6. The team organizes the project.	6. a. Define activities to be conducted, when, and by whom b. Determine need and times for team to meet for planning and coordination of project c. Develop a method for evaluating the project d. Identify resources needed to conduct the project e. Decide how teachers and pupils will be notified of and involved in project
7. Nutrition project chairman reports the plans to PTA members to secure support and involvement	7. a. A meeting is called for all PTA members. Topic is "Nutrition Programs in the School" b. PTA president invites professional nutritionist or food service director to speak about nutrition for children, health foods, and the influence of the home on child food habits c. Project chairman outlines the nutrition project that has been selected by the team, identifies various assignments, and emphasizes need for parent participation d. Members volunteer for project assignments

NOTE: If individual PTA members are disappointed in the scope of the project, wanting broader involvement and more dynamic changes, please remember that it is wise to start small in implementing change. Begin in a defined project that the school feels comfortable with and show the administrators that parents can become constructively involved without disrupting school functions. This organized and responsible method of operation on part of parents will pave the way for acceptance of larger, more comprehensive nutrition programs of which parent involvement is an integral part.

WHAT TO DO	HOW TO DO IT
8. PTA Nutrition Project Committee receives orientation to the project.	8. a. Chairman reports on materials studied about SFNP and the project itself b. SFNP director presents overview of program requirements c. If possible, committee members schedule a day of observation in the school lunch program (use observation list) d. Committee members accept specific assignments and schedule for the project e. Committee members receive necessary materials and resource list f. A workshop on breaking communication barriers between parents and school personnel would be helpful
9. Begin the program.	9. Program begins in accordance with appointed schedule and individual project outlines
10. Review program at two-week intervals.	10. a. Project chairman meets with principal, SFNP director and manager to review progress, discuss problems, and make alterations as necessary b. Project chairman will keep diary of the review sessions, problems encountered, and solutions identified
11. Evaluate the project and present report to the district director (by April 5, 1980).	11. Using the evaluation form provided, evaluate the program of parent involvement

VII. APPENDIX

A. OBSERVATION CHECKLIST

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D. BREAKING COMMUNICATION BARRIERS

E. GLOSSARY OF TERMS

APPENDIX A
OBSERVATION CHECKLIST

Attempts to modify or expand the existing food and nutrition program of a school requires knowledge and understanding of the many factors affecting the SFNP. Below is a list of factors and aspects of the school food system that would be wise to note for future reference.

A. Facilities

1. Kitchen layout

. Is there enough room to work? _____

. Are tools, workspaces handy? _____

2. Is there enough refrigerator, storage and cooking space? _____

3. Is the equipment outdated or difficult to work? _____

4. If more food were added to the menu, is there a place to store, prepare, and serve it? _____

B. Staff Available for Food Production

1. Are there enough workers? _____

2. Is any one person overburdened? _____

3. If extra tasks were added, would more personnel or specialized training be necessary? _____

4. Note duties of manager and supervisors. _____

C. Working Conditions

1. Extreme heat? _____

2. Steam and unpleasant ordors? _____

3. Hazardous equipment? _____

4. Adequate lighting? _____

5. Windows and good ventilation? _____

6. Sanitation and safety precautions taken? _____

7. Time pressures involved in daily schedule? _____

D. Food Preparation

1. Were any foods prepared yesterday for use today? ____

2. Special sanitary precautions observed:

   a. temperature of food checked? ____

   b. covering of food? ____

   c. special handling procedures (plastic gloves, etc.)? ____

3. Note amounts of food prepared and compare to amounts leftover - is there a large excess of certain foods? ____

4. Are convenience foods used? ____

5. Are many foods prepared from scratch? ____

6. Note time involved in food preparation - if more items were included, would there be time for preparation? ____

E. Food Service

1. Note methods of maintaining food at proper temperature during service:

   a. steam tables? ____

   b. food kept on stove? ____

   c. food put on ice? ____

   d. use of reach in coolers? ____

2. Note precautions to avoid contamination:

   a. glass shield between students and food on line? ____

   b. only one plate served at a time? ____

3. Does cafeteria line move smoothly? ____

4. Are there certain spots that cause backups? ____

5. Is there good portion control so they don't run out of items? ____

6. Are children's reactions positive or negative to the food offerings? ____

7. Are teachers' reactions to food offerings positive or negative? ____

8. Is there good rapport between cafeteria workers and children? ____

F. Eat Lunch in Cafeteria While Children Are There

1. Is cafeteria attractive? ____
2. How long do children have for lunch break? ____
3. Are there several different shifts for lunch? ____
4. What is the span of time over which lunch is served? ____
5. Is the noise level high in cafeteria? ____
6. Note taste, quality, and visual appeal of food. ____
7. Are many children bringing lunch from home? ____
8. Do bag lunches appear to be well balanced? ____
9. Is there much food waste at tray return? ____

   What kind? ____
10. Do teachers and pupils eat together? ____
11. Does manager spend some time in lunchroom with pupils? ____

G. Clean Up and Preparation for Next Day

1. How is leftover food handled? ____
2. How much time is involved in clean up? ____
3. Are any foods prepared for the next day? ____
4. How are prepared foods stored until the next day? ____
5. Is the kitchen stocked and organized for the next day? ____
6. What kind of record keeping is required of the SFNP manager by government agencies? ____
7. How much time is involved in record keeping? ____

APPENDIX B
EVALUATION FORM

Name of project _____

Location of project _____

_____

_____

Date project began _____ Date project to end _____

Date of evaluation _____

Project Team Leader Name _____

Position _____

Project Team Members

Name	Position

WHAT PROBLEMS WERE ENCOUNTERED WITH THE PROJECT?

	YES	NO
1. Problems in the planning stages		
a. getting support from PTA members?	___	___
b. getting volunteers?	___	___
c. getting support of principal?	___	___
d. getting support of SFNP director?	___	___

	YES	NO
e. getting support of SFNP manager?	___	___
f. enlisting aid of resource people for workshops?	___	___
g. getting materials needed to begin project?	___	___

COMMENTS:

2. Problems once project was in effect

a. Were team members able to work together?	___	___
b. Was there any resistance to project?	___	___
c. Did volunteers keep time commitments?	___	___
d. Did school keep its commitments to project?	___	___
e. Were biweekly review sessions helpful?	___	___

COMMENTS:

3. What changes were implemented in the project as a result of the review sessions? How successful were the changes?

4. How did the children react to the project? Positive? Negative? Explain.

5. How did the teachers react to the project? Positive? Negative? Explain.

6. How did food service employees react to the project? Positive? Negative? Explain.

PRINCIPAL'S EVALUATION OF THE PROJECT

1. Personal reactions to project

2. Major problems encountered

3. Do you feel that parents were able to make a positive contribution to the SNFP?

4. Any suggestions for future projects involving parents in SFNP?

APPENDIX C
HEALTH FOODS VS HEALTHY FOODS

Along with the increased interest in nutrition that has occurred in recent years, a widespread misconception has developed that special "health foods" are necessary for proper nutrition. This misconception has resulted from advertising by manufacturers and retailers of special health foods which has been aimed at convincing people that "health foods" have special nutritional properties not found in more traditional foods. There are also self-proclaimed "nutrition experts" who give lectures and write popular books insisting that the use of various "health foods" can make the difference between "supreme health" and a steadily deteriorating health condition.

It is true that many Americans need to examine their diets and make changes in their highly refined and processed, high salt, high fat diets. A more healthy diet regime involves consuming more complex carbohydrates and fiber (fresh fruits and vegetables, whole grain breads and cereals), less sugar, less salt, and less fat in the diet. These changes represent a movement toward more healthy foods and are in accordance with findings from sound, recent research in the field of nutrition. They are also in agreement with the principles of biochemistry and anatomy that govern the body.

The idea that specific "health foods" have special "magical" properties within the body do cure maladies or bestow youth, vitality, and special strength upon the consumer is simply an exaggeration of claims on the part of the manufacturer or retailer. It is a notion akin to the flim-flam man of the Old West, who went

from town to town purveying elixirs claimed to perform all kinds of miracles. When townspeople found the elixir to be devoid of the properties proclaimed, these men were generally run out of town on the rail. While it is not suggested that we do this to health food purveyors, we must be aware that these people are riding high on the wave of concern about nutrition and they are in it for the money to be made, not for any "vast good" they intend to do the nation's health.

Some of the health foods promoted today are just as processed and "synthetic" as the white bread and convenience foods they are trying to displace from the American diet. Special protein supplements, "natural" potato chips, and vitamin fortified candy bars are among a host of "health foods" that are of highly questionable benefit. While removing salt and preservatives from potato chips and replacing chocolate with carob may be eliminating some of the culprits of the present American diet, these measures do not in any way promote the formation of good eating habits. The point remains that these foods displace healthier foods from the diet and children learn nothing about the source of vitamins in truly healthy foods like vegetables, fruits, and whole grains when they get their vitamins from a candy bar. They also are consuming excess calories, subjecting themselves to dental cavaties, and obtain no trace minerals or fiber when they get their vitamins in candy bar form. The child develops a taste for sweet and snacky foods and has a difficult time discerning the difference between "special, fortified" snack foods and regular, unfortified snack foods. All in all, this type of health food does not promote either health or wise food choices for children.

Many other so-called "health foods" are merely traditional foods from other cultures (such as tofu, bean sprouts, pita bread, papaya, honey, yogurt, etc.) that are enjoying a wave of discovery by many people. Most of these foods are delicious and perfectly good food sources of various necessary nutrients, but they are far from the only sources of these nutrients. Many equally delicious, less exotic, less expensive foods are available which contain the same nutrients. It is only a matter of individual food preferences and food budgets as to whether these "health food" items should be chosen over comparable traditional foods. No-one needs to feel compelled to eat tofu and bean sprouts if they prefer to obtain their protein and B vitamins from chicken and whole wheat bread or from the complementary proteins of legumes and whole grains. There are as many ways of obtaining the necessary daily nutrients as there are foods to choose from. The key is to become knowledgeable and informed about the basic principles of nutrition and sources of the necessary nutrients. With this information, careful selection from a wide variety of healthy foods can be an assurance that good nutrition and health will be provided without feeling a needy to rely on special "health foods" which make exaggerated or questionable health claims.

Sandra K. Smith
Georgia State University
1979

APPENDIX D

BREAKING COMMUNICATION BARRIERS BETWEEN PARENTS AND SCHOOL

In the Action Plan, the decision was made that key people in the school system needed to be contacted to indicate the PTA's desire to become involved in school food and nutrition programs. The question arises, "How do we approach these key people to obtain the desired response of enthusiasm and support for PTA involvement?" Since the initial introduction of the PTA involvement in school food and nutrition will generally spell success or failure for the project, this brief section is included to provide helpful hints about how the PTA can make a positive first impression to set the stage for working cooperatively with the school system.

Before taking the school food and nutrition proposal to the principal, school food service director or manager, first consider what the PTA is trying to accomplish in this project. Many school food and nutrition programs are not able to expand due to limited budgets, other administrative constraints, and lack of personnel to organize and implement the expansion projects. The purpose of the PTA parent involvement project is to provide some organized volunteer manpower and support with which to assist the school food and nutrition program in expanding and enriching the program to provide improved services to pupils. This project is <u>not</u> an attempt by parents to step in and try to control, run, or redirect the school food and nutrition program. The school has qualified people who are professionally trained in all aspects of school food service to fulfill this function.

A second important thing for parents to consider is the orientation and responsibilities of the person to whom they are introducing the project. The school food service director and manager, for instance, have duties and responsibilities which involve only the school food and nutrition program. With this orientation, they can be expected to consider nutrition projects important enough to devote their time and energies to them. Consider, on the other hand, the orientation of a school principal, who is responsible for every aspect of the school curriculum, student and teacher activities, discipline, attendance, and parent conferences in addition to other administrative duties. For most principals, the school food and nutrition program is only one of the prime concerns in the daily operation of the school. Even though the principal may consider nutrition programs to be important for the children, the prospect of parents becoming involved in the school food and nutrition program may sound like "just another unnecessary project" that could get out of hand and create problems--problems which could create an additional burden and direct vital time from more important responsibilities. For this reason, the PTA volunteers must understand that a principal may justifiably have initial reservations toward the parent involvement project.

The key to gaining a principal's support is to anticipate these reservations and be prepared to present the proposal to him/her in the most positive manner possible.

1. Present a simple, complete, and organized introduction to the proposed project and its goals.
2. Understand that the principal must know <u>exactly</u> what he is being asked to support before he can accept it.

3. Indicate the genuine interest of parents in getting involved and their desire to work cooperatively with the school to implement the project.
4. Ask the principal for help in determining how parents might best make a positive contribution in the nutrition program.
5. Impress upon the principal that the parents do not want to interfere in any way with the school operation or the school food and nutrition program.
6. Emphasize the desire of parents only to provide volunteer manpower to help enrich the program within boundaries acceptable to both the principal and school food service manager.

A warning is in order about approaches that are guaranteed to spell doom for the entire project before it even gets started. These improper approaches would include (1) displaying an arrogant, pushy, or uncooperative attitude in dealing with school personnel, (2) prefacing the project proposal with a barrage of criticisms about the present school food and nutrition program, or (3) introducing the project as an established fact rather than a proposal subject to approval and/or modification by the principal.

We cannot emphasize enough the importance of the initial contact in determining the success of the project for parent involvement in school food and nutrition programs. A great deal of thought should go into preparing this introductory presentation to the principal, school food service director and manager. The person who is to serve as the committee chairman and introduce the project to the key school personnel has an important responsibility to represent the entire PTA in a favorable light and to be courteous, honest, and fair with all school contacts.

APPENDIX E

GLOSSARY OF TERMS

1. CALORIE - A unit used to express the energy value of food. Calories come from carbohydrates, protein, fat, and alcohol.
2. CARBOHYDRATE - One of the three major energy sources in food. Includes sugars and starches and yields four calories per gram.
   (a) Refined carbohydrates - Those that have undergone processing to reduce them to their simplest level. Processing generally removes fiber, vitamins, and minerals, leaving little but calories in the foods (examples: sugar and unenriched white flour).
   (b) Complex carbohydrates: Those that are in their natural raw form and still contain the natural amounts of fiber, vitamins, and minerals in the foods (examples: raw fruits, vegetables, whole grains).
3. DIETITIAN - A person who has completed a four-year college program in the field of nutrition plus the equivalent of one year's internship in clinical dietetics.
   (a) Registered Dietitian - A dietitian who has completed the above requirements and has also passed the registry examination of the American Dietetic Association.
4. ENRICHMENT - The addition of higher levels of a nutrient already present in a food to increase the consumption of these nutrients.
5. FAT - The most concentrated of the three major energy sources in food. Fat yields about nine calories per gram.

6. FIBER: The indigestible part of fruits, vegetables, cereals, and grains. Also called roughage or bulk. Important in maintaining healthy intestinal activity.
7. FOOD GROUP - A group of foods similar in the type of nutrients or the number of calories they provide in the diet.
8. FORTIFICATION - The addition of one or more nutrients to a food regardless of whether or not they are naturally present. Also labeled as "fortified foods" or "added vitamins and minerals."
9. HEALTH FOODS - A term used to designate special foods for which (unusual) nutritional claims have been made.
10. HEALTHY FOODS: Any food which is rich in the natural nutrients which are essential for life and has not undergone unnecessary processing, refining or preserving procedures (examples: raw fruits and vegetables, milk, whole grains and cereals, fresh meats, etc.).
11. LEARNING CENTER - An area set up with the necessary resources (books, pictures, films, etc.) for a child to be able to do constructive research and learning on his/her own.
12. MEAL PLAN - A guide showing the difference food groups and their amounts that are to be included in a meal to provide a specified nutritive value.
13. MINERALS - A chemical substance in food which is essential in small amounts to build and repair body tissues or control functions of the body (examples: iron, calcium, magnesium, sodium, zinc).
14. MDR - Minimum daily requirements. The least amount of a nutrient that will prevent a clinical deficiency.

15. NUTRIENT - A substance in food that provides nourishment and is necessary for life. Protein, carbohydrates, fat, vitamins, minerals and water are all nutrients.
16. NUTRITION - The science of the process by which food materials are taken in and utilized for optional health and performance.
17. NUTRITION EDUCATION - The process of instructing or imparting knowledge about the utilization of food for optimal health and performance in such a way that food habits are changed.
18. PROTEIN - One of the three major energy sources in food. In addition to energy, this nutrient provides amino acids which are necessary for life processes and the building and repair of body tissues. Protein yields four calories per gram.
19. RDA - Recommended Dietary Allowances set forth by the Food and Nutrition Board of the National Research Council for the National Academy of Sciences. The RDA are to be used as a guideline to the amounts of certain nutrients that will generally provide for optimal health. The RDAs are arrived at by determination of the average need for a specific nutrient and then the addition of the standard deviations above the average value in order to account for the nutrient needs of 98% of the population.
20. SCHOOL FOOD SERVICE DIRECTOR - A person who is qualified in nutrition and food service administration and who plans, organizes, directs, and coordinates the school food service program for an entire school system. The director holds a certificate from the Georgia Department of Education.
21. SCHOOL FOOD SERVICE MANAGER - A person who is qualified in food service administration who manages the school food and nutrition program in one school. This person may or may not

be a dietitian. The manager works under the supervision of a director and/or principal.

22. SCHOOL LUCNH - The meal pattern required by the USDA and Georgia Department of Education which meets one-third of the RDA for a child. It must include as a minimum 2 ounces of meat or meat substitute, 3/4 cup of vegetables and fruit with 2 choices of each available, one slice of whole grain or enriched bread or bread product, and 1/2 pint of fluid milk for a grade school child. (Larger portions required for older pupils.)
23. VITAMINS - A chemical substance in food, essential in small amounts to assist in body processes and functions. Vitamins A, D, E, C and B complex are examples.